DOCUMENT RESUME

ED 149 173 08 CE 014 589

TITLE	Professional Teacher Education Module Series. Develop Long-Range Program Plans, Module A-9 of Category A--Program Planning, Development, and Evaluation.
INSTITUTION	Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.,
PUB DATE	78
NOTE	39p.; For related documents see CE 011 532, CE 011 534, CE 014 295-355, CE 014 358 (student guide), CE 014 588 (resource person's guide), CE 014 532-539, and CE 014 589-591
AVAILABLE FROM	American Association for Vocational Instructional Materials (AAVIM), 120 Engineering Center, University of Georgia, Athens, Georgia 30602 ($2.10)
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	Budgeting; Charts; Curriculum Guides; Educational Equipment; Educational Facilities; *Educational Objectives; Individualized Curriculum; *Learning Activities; Learning Experience; Learning Modules; Performance Based Teacher Education; Personnel Needs; Post Secondary Education; Program Development; *Program Planning; Scheduling; School Calendars; *School Schedules; Secondary Education; *Teaching Skills; *Vocational Education; Worksheets

ABSTRACT

This ninth in a series of eleven learning modules on program planning, development, and evaluation is designed to assist secondary and postsecondary vocational teachers in developing long-range plans for vocational education, plans which will assist in determining needed facilities, equipment, budget, and staff. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the three learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., step-by-step instructions for program planning and information and sample forms for time planning and procedural planning), a self-check quiz, model answers, planning checklist, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in perservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

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ED149173

MODULE

A-9

Develop Long-Range Program Plans

MODULE A-9 OF CATEGORY A—PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1978

ISBN 0-89606-003-9

Published and distributed by the **American Association for Vocational Instructional Materials (AAVIM)**, 120 Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586.

CE 014 589

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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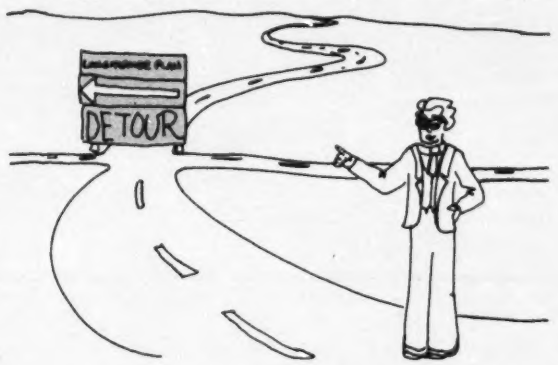
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

A long-range plan of any kind answers three questions. They are—

- Where do I want to be at a given time?
- Why do I want to be where I am going?
- How can I get to where I want to go?

The long-range plan is a kind of road map for your trip to reach the goals and objectives you set. With map in hand, you plot the shortest distance over the best roads to reach your destination. Unfortunately, no matter how good your preplanning is, you cannot always be certain that detours, roadblocks, new construction, or freaks of nature won't interfere. So, you must be ready to sidetrack, to detour, to find another way to reach your goal.



Because you have planned in advance, you are prepared to meet the unexpected and to face the challenge with a clear mind because you know where you want to be at a specific time.

A **long-range plan in vocational education** not only expresses the vocational program's educational mission for the teacher, it also helps the administrator and interested community members recognize what it is they are being asked to support. The long-range planning process affords you, the teacher, an excellent opportunity to continually assess and evaluate your program and its progress.

A popular saying among managers is, "Definite plans produce definite results; indefinite plans do not produce indefinite results—they typically produce no results at all." This module will help you gain the knowledge and skill you will need to develop definite long-range plans. It will also help you to discover the detours, the roadblocks, the unexpected changes in direction before they stop your progress. Long-range plans will assist you in determining needed facilities, equipment, and staff. They will help you to prepare a master budget that results in more efficient use of your resources. Don't underestimate the value of a long-range plan—because, of course, you plan to succeed.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, develop long-range program plans. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 35–38 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts involved in developing long-range plans for a vocational program (*Learning Experience I*).
2. After completing the required reading, develop a section of a long-range plan for a vocational program (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in developing program goals and objectives. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Develop Program Goals and Objectives*, Module A–6

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational speciality, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Henderson, John T. *Program Planning with Surveys in Occupational Education*. Washington, DC: American Association of Junior Colleges, 1970. ED 045 087

A vocational administrator or teacher experienced in long-range vocational program planning with whom you can consult.

Learning Experience II

Required

A resource person to evaluate your competency in developing a section of a long-range program plan for a vocational program.

Learning Experience III

Required

An actual school situation in which you can develop long-range program plans.

A resource person to assess your competency in developing long-range program plans

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This module covers performance element numbers 40–45 from Calvin J. Cotrell *et al.*, *Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

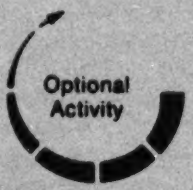
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the concepts involved in developing long-range plans for a vocational program.

You will be reading the information sheet, Developing Long-Range Plans for a Vocational Program, pp. 6–10.



You may wish to read Henderson, *Program Planning with Surveys in Occupational Education*, pp. 13–22.

You may wish to meet with a vocational administrator or teacher experienced in long-range vocational program planning to discuss the process of developing program plans.

You will be demonstrating knowledge of the concepts involved in developing long-range plans for a vocational program by completing the Self-Check, pp. 11–13.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 15–16.

Activity

For information on developing long-range program goals, and the functions of, and steps in, organizing your long-range plan, read the following information sheet:

DEVELOPING LONG-RANGE PLANS FOR A VOCATIONAL PROGRAM

Long-range program planning serves as the "road map" for a successful journey through vocational education. Like a road map, a long-range plan must be prepared ahead of time and consulted as you progress. Planning for the future gives direction to the changes that you see to be necessary. Vocational teachers are usually expected to develop long-range plans for their programs as well as more immediate, annual plans. Long-range plans for vocational education programs need to be developed using an orderly process such as the one that follows.

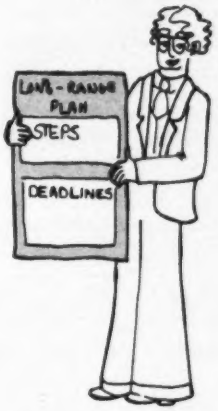
1. Talk with knowledgeable people in your field (e.g., state department and university personnel, officers, and leaders in state and local vocational associations) in order to anticipate future developments in vocational education.
2. Gather information about the supply and demand for workers in your occupational specialty area. These statistics are critical input for you in making decisions that will help in the formulation of long-range program plans.
3. Become knowledgeable about the long-range plans for vocational education in your community. (Incidentally, your questioning may be the push your administrator needs to begin the change process.)
4. Develop vocational education program goals (statements of what is to be achieved) based on the knowledge you gained from the preceding processes.
5. Estimate, to the best of your knowledge, the resources, (e.g., facilities, funds) that will be needed to accomplish the goals you have set.
6. Develop a systematic plan of activities to get from where you presently are to where you want to go in the future. Include in the plan a means for obtaining feedback to determine your progress.

The process of developing long-range program plans should provide you with the opportunity to communicate and to share ideas with administrators, co-workers, advisory committees, university and state department personnel, key community personnel, business and industry associates. These people can help you to develop effective long-range plans by contributing ideas through formal and informal discussions. The final responsibility of writing may be yours, but preliminary communication with many other people is more likely to result in the development of realistic program goals that can be ultimately achieved.

Long-range program plans can be developed for a series of courses in a specific occupational area, for a whole service area or cluster, or for the total vocational program. Ideally, program planning would occur at each of these levels, with coordination between levels. Typically, long-range plans project activities for the next three to five years.

Logic dictates that program goals and objectives be established before program planning can be carried out since they are the foundations on which long-range plans are built. However, total long-range plans go beyond the **goals**, and describe the **means** for achieving them. Effective long-range plans are not merely statements of good intent. They are specific plans for action with responsibility designated for their achievement.

Plans are broken into identified segments, or steps, with deadlines for each stage. For example, if a goal for the vocational program is to make the program of training available to all students in the school, there should be objectives and activities to make sure that the goal is achieved. The long-range plan may include a goal of enrolling 50 percent more females and minority group students within three years.



One objective under that goal might be to make more females and minority group students aware of the program. An activity designed to achieve that objective might be to produce a brochure aimed at females and describing their opportunities in the occupation. Another activity might involve working with school guidance personnel to identify minority students with whom you could discuss the program. (See Sample 1 for several examples of the relationship between goals, objectives, and activities.)

The point here is that long-range plans must be broken down into manageable sections in order to be practical and functional. Activities are completed, thus achieving an objective. Objectives are achieved, thus meeting the goals. When all goals are met, you have fulfilled your long-range plans. However, you may find that your plans are never truly completed, because a long-range plan should be a growing, changing thing.

If one is to reach an ultimate goal, such as the goal to make training available to all students, then the plan must be structured so that each year it can be reviewed and revised in the light of new evidence. If, in spite of producing and distributing an attractive brochure, the number of females in the program did not increase, then new promotional techniques should be devised—or the long-range plans should be reexamined to determine whether the goal is realistic.

A plan becomes too rigid if it is spelled out in too much detail. What should occur is that the general direction the vocational program should take for the next three to five years should be described, through goals, objectives, and activities. Then, each year the vocational teacher, with the assistance of the advisory committee and other key people, should reevaluate the plan, make changes where necessary, and add a year of directions to the program plan so that it is always three to five years ahead.

It should be noted that many state departments of education and much federal vocational legislation require plans to be made for periods of three to five years. This is probably the most efficient span, because changing technology and new emerging occupations make it difficult and inefficient to attempt to plan beyond a five-year time span.

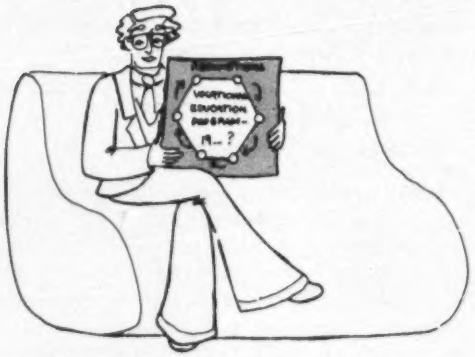
SAMPLE 1

PROGRAM GOALS, SPECIFIC OBJECTIVES, AND ACTIVITIES

Goal:	Organize the vocational program on the basis of accurate manpower information.
Specific Objective:	By 1980 a manpower supply and demand study of allied health occupations will be completed in Blueblood County with a report forwarded to the advisory committee.
Activities:	Organize a manpower supply and demand survey. Conduct the manpower supply and demand survey. Analyze the results of the manpower supply and demand survey. Prepare recommendations related to allied health for the advisory committee.
Goal:	Keep the vocational program content relevant to student needs.
Specific Objective:	By 1980 a follow-up study of business and office students will be completed and reported to faculty and school administrators.
Activities:	Gather data on student withdrawals and dropouts. Analyze data on withdrawals and dropouts. Prepare instruments for student follow-up. Conduct the student follow-up. Gather opinions from employers of program graduates. Analyze data. Report the data to faculty members and administrators.
Goal:	Utilize an advisory committee to help guide and maintain the vocational program.
Specific Objective:	By the next school year, an advisory committee for the fire science program will be established to assist and advise the faculty and the board of education on matters pertaining to curriculum and facilities.
Activities:	Determine the chain of command within the institution. Assess the attitudes of school administrators, teachers, and members of the community toward advisory committees. Determine what other educational advisory committees exist in the school and community. Keep the administrator informed of efforts to organize an advisory committee. Prepare a written rationale for having a fire science advisory committee. Prepare a statement of purpose as a "charter" for the advisory committee. (If a certain task force is used to develop this, additional steps must be added.) Obtain permission from the appropriate administration unit (such as the board of education) to organize a fire science advisory committee.

How Does One Proceed?

The major question which first must be answered, and the question which will influence all other factors in a long-range program plan, is, **"What should the vocational education program in my school look like three to five years from now?"** With the help of the advisory committee, your administrator, and other state department and university personnel, you must begin with a statement of assumptions about the future and about the nature of the vocational program. These assumptions establish the framework for looking at the vocational education program of the future.



Assumptions should not take the form of "wild guesses," but should instead be logical, carefully determined decisions. These decisions should be based on occupational supply and demand, on community survey data, and on other related factors such as the social, economic, political, and educational forces which prevail. Examples of a **few** such statements of basic assumptions follow.

- **The student enrollment of the school will remain essentially stable over the next five years.**
- **Females will be seeking training in vocational programs that are at present exclusively the province of males.**
- **There will be a decreasing demand for training in agricultural-related occupations because of the gradual urbanization of the area.**
- **Funding for vocational education will make possible the addition of technical programs requiring sophisticated and expensive equipment.**
- **There will be increasing pressure to make vocational education more readily available to handicapped students.**

After one has established assumptions about the future, the next steps involve moving the vocational program of the present to the perceived program of the future. Before planning the future, one must be well aware of the present, because the present, no matter how good or bad, is the foundation on which one must build. This can be accomplished in a four step procedure.

Step 1: Gather information about the community.—If a community survey is available, consider this to be the starting point of your understanding of the present.[1] All kinds of information and data are available from a community survey which can help you gain a better understanding of the present.

Data such as present and projected school enrollments, number and kinds of faculty, present facilities and equipment, present curriculum offerings, administrative organization of the school system, budgetary allocations, and the district's tax base are all examples of the scope of the present situation. Knowing students' vocational interests and parental expectations in your community is also important.

Step 2: Search out information on occupational supply and demand.—Decision-makers responsible for planning educational programs that are designed to prepare persons for specific occupations and skills must be aware of occupational supply and demand. The 1976 Vocational Education Amendments state that students should have ready access to programs which are " . . . realistic in the light of actual or anticipated opportunities for gainful employment."

Where does one find this important information?[2] The Employment Services Office in your town or neighboring county seat will have up-to-date information on manpower trends. Its files and records show peak and low periods in local employment and industry. The U.S. Department of Labor, Bureau of Labor Statistics publishes information on employment that you may find in your library.

The Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education can also provide you with this data. Additionally, each State Bureau of Vocational Education reports on vocational program completions and expectations for that state. Write to your state supervisor for these materials. Student follow-up studies will also tell you something about the success your former students have had in gaining employment in their field.[3]

Step 3: Set future program goals.—Based on the above information, assess the present situation and set future program goals. Keep in mind that not all goals are of the same size and scope, and this will affect (1) the length of time needed to meet that goal, and (2) the resources you will need. Consider the following two examples of how program goals can be developed.

- As a perceptive business education teacher, you are aware that although your graduates are well prepared in the basic secretarial skills, they seem to be unable to compete for jobs. It appears that the local employers are

1. To gain skill in planning, conducting, and reporting the findings of a community survey, you may wish to refer to Module A–1, *Prepare for a Community Survey*; Module A–2, *Conduct a Community Survey*; and Module A–3, *Report the Findings of a Community Survey*.

2. To gain skill in conducting an occupational analysis, you may wish to refer to Module A–7, *Conduct an Occupational Analysis*.

3. To gain skill in obtaining employment information using follow-up studies, you may wish to refer to Module A–10, *Conduct a Student Follow-Up Study*.

hiring people with fewer skills than those of your graduates, and that a majority of the newly employed secretaries come from an adjacent school district.

Upon studying the problem and talking with some of the local employers, you have decided that your students could benefit from a teaching unit on how to get a job. **Goal: Teach a unit on applying for a job, filling out applications, and interviewing for a position.** This is a smaller program goal involving a limited amount of time and resources.

- As a business education teacher, it has been brought to your attention by your advisory committee, and by many of the employers in your area, that your students would benefit from on-the-job work experience before they graduate from your program. **Goal: Provide cooperative work experience as an integral part of the business education program.** Because of the extensive curricular changes, the necessity of establishing good training stations, and the possible need for additional staff to coordinate the on-the-job experience, this program goal could be classified as a major one.

Step 4: List the activities for reaching goals.—Plan the order of the activities for achieving the goals. This may involve determining the order in which facilities and equipment will be obtained, the order in which additional teaching personnel will be employed, and the order in which monies will be spent for these items.

Planning how one spends money for the acquisition of facilities, equipment, and personnel is simply a matter of creating a long-range budget. It is through the budgeting process that one is able to spread the expense evenly over a period of years. It is also through this process that one is best able to make day-to-day economic decisions that will, in the long run, be most appropriate in terms of accomplishing long-range goals.

As an example, a health occupations teacher may need an expensive microscope for teaching the typing of blood. He/she could decide that rather than buying a cheaper model with little magnifying power, he/she will delay purchase for two years until a better model can be afforded. He/she can then buy the model which better fits into the long-range program plans and will permit the students to perform more sophisticated procedures.

In summary, a long-range program plan includes four basic concepts. They are—

- forecasting the future from data obtained from a community survey, the study of occupational supply and demand, and parent-student interests
- setting broad vocational education program goals for the future
- estimating the resources needed to accomplish the vocational education program goals
- developing activities for the accomplishment of these goals

Furthermore, long-range planning involves developing courses of action to reach specific program goals. Orderly growth, better coordination with faculty and administrators, better communications, and more realistic decisions are among the advantages of long-range planning. Fewer crises will arise if long-range plans are used because problem areas are anticipated and the need for resources is recognized. The process of developing a long-range program plan involves analyzing data on the community, recognizing vocational program goals, and determining the activities and resources necessary to accomplish these goals.

Having data on trends in national and local employment in your occupation is an important factor in your program planning. For more information on how to obtain such data and how to determine student enrollment potential, read Henderson, *Program Planning with Surveys in Occupational Education*, pp. 13–22.

To increase your understanding of specific procedures used in drafting a long-range plan, you may wish to arrange through your resource person to interview persons who have had experience in developing and using a long-range plan. Some suggestions for such persons include an experienced vocational teacher, a department head, head of a cluster or service area, or a local vocational administrator. During the interview, you may wish to ask such questions as—

- Who provided the information used in the long-range plan?
- How was information collected for use in the long-range plan?
- What problems and solutions were experienced during the development of the long-range plan?
- What parts of the plan were particularly valuable?

You might also wish to ask if you could examine a copy of a long-range program plan, if available.

The following items check your comprehension of the material in the information sheet, Developing Long-Range Plans for a Vocational Program, pp. 6–10. Each of the four items requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. Mr. Thorton was a bit unhappy and was expressing his feelings to a colleague in the business cluster. "There is not much point in long-range planning because the plans are never achieved anyway. As I see it, our function is to educate our students so they will be competent secretaries, and I already have the best stenographic program in the state."

   Assume you are the colleague and you have been appointed by the head of the cluster to develop a long-range plan for the business cluster. Develop a response to convince Mr. Thorton that long-range planning is important.

2. Suppose you were the chairperson for a committee of vocational teachers who were working out a long-range plan for their occupational program. What kinds of information and materials would you try to gather for the committee as they began to develop their plans?

3. If the long-range plan for your vocational program spans a time period of three to five years, it would seem logical to make detailed plans for the various activities and action steps to take place during the entire five years. Would you make such plans? Why or why not?

4. Making plans five years or so in advance means planning for a future that is unknown and often unknowable. How can a vocational teacher be expected to be an expert fortune-teller and plan a program for conditions that don't yet exist?

NOTES

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Mr. Thorton's thinking seems to be limited to the day-by-day operation of his own stenographic program. He needs to realize the benefits that a long-range plan can bring, not only to his own program, but to the whole business cluster.

   For example, during the preparation for a long-range plan, data gathered in a student follow-up study may indicate a need to add a unit on simulated stenographic office practice. Reviewing manpower data may reveal that a data processing program should be developed in the school. A carefully thought through long-range plan may obtain the support of the administration for additional equipment when an unsubstantiated request would have been turned down.

   By working within the context of a long-range plan, Mr. Thorton can utilize his time and energy to best effect, working in activities that lead to definite objectives and desired goals, instead of expending effort in a perhaps haphazard way. Even though Mr. Thorton has a strong program now, with a long-range plan he can be relatively assured that in three or five years time it will be significantly better. He will be in control of its direction, instead of simply having to react to the pressures or problems of the moment.

2. A wide range of materials should be made available to members of the long-range planning committee, including such items as community surveys, occupational surveys, long-range plans for the institution and/or district, and present and projected enrollments. State reports on the type, number, and location of secondary and post-secondary vocational programs in your service area or cluster may be needed.

   Committee members may want to have program and/or institutional budget reports or summaries. Equipment inventories should be available. Local and state employment statistics for occupations in your vocational area may need to be made available to committee members. Evaluation materials such as follow-up studies of graduates, local or state vocational program evaluations, and regional accreditation evaluations would be helpful to committee members in identifying program needs.

   Perceptions of possible future trends might be sought in conversations with local and state vocational leaders, area supervisors, and university and college personnel. Information on present and projected employment could be gathered from business, civic, and community personnel. State department personnel may provide information on current happenings in the vocational field and assist you in identifying future curriculum trends.

   Conversations with past graduates and employers of past graduates may reveal program strengths and needs. Officers and leaders in vocational and professional organizations may be good sources of information on current conditions in the field. Thus, committee members may need access to a wide range of materials and information from many persons before they can identify future trends in vocational programs and goals for a vocational program.

3. Indeed, the long-range plan should provide for the general direction of the vocational program for the next three to five years. This allows for continuity in the work of carrying out the plan, and prevents too much emphasis on the shifts of pressure that may take place month by month or year by year. State bureaus of vocational education usually construct their annual plans so they are always five years ahead.

   Conversely, however, plans in **detail** should only be made for the next year (or perhaps two years). A year's detailed plan provides the thorough guidelines needed to undertake and supervise all the activities that go on in reaching the objectives for that particular year, and for evaluating progress as the effort continues. At the end of each year the teacher and the committee with which he/she is working can review the year's progress toward the agreed goals. They can modify or adjust the long-range plan

somewhat if this seems necessary or desirable, and can add another year's plans to the end of the long-range plan.

If the total plan were drawn out in complete detail it would become far too inflexible, and would not readily permit the change and rethinking that tend to keep it fresh and vital. While, superficially, it might appear logical to construct a total long-range plan in detail, in actuality this tactic would be self-defeating to the real progress of the vocational program.

4. The answer is, of course, that the vocational teacher cannot see into the future and will not be able to make perfect plans for the program of five years hence. What is needed is not a crystal ball, but a clear insight into the problem. A Ouija board is much less helpful than a great store of information.

   Part of that information should be from the immediate past, describing where the program came from, and how it has been developing. Another vital part of the information (and this should not be simply taken for granted) is about the present; what are the characteristics of the program today? . . . who are the students? . . . what are present occupational conditions and needs? From these sources, intelligent assumptions can be made about the next few years.

   Observing the patterns that have developed from the past through the present allows us to project those same patterns into the future with at least some degree of confidence. If, for instance, the enrollment in the school has been growing at a steady rate for the last several years, and there are no data that indicate any probable change in conditions in the community, we can assume that in three years the enrollment will probably be higher than it is now. Of course, there may be some sudden and unforeseen shift in population (great numbers of people may leave the community because the main industry in town fell upon hard times), but the teacher/planner cannot be expected to predict that.

   Backed up by a great deal of solid evidence and hard facts, the teacher can make some very valid assumptions about the future—not perfect perhaps, but certainly much better than guesses, and good enough to form the basis of a strong long-range plan for the vocational program.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Developing Long-Range Plans for a Vocational Program, pp. 6–10, or check with your resource person if necessary.

Learning Experience II

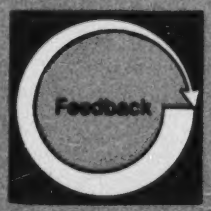
OVERVIEW

After completing the required reading, develop a section of a long-range plan for a vocational program.

You will be reading the information sheet, Preparing a Long-Range Plan, pp. 18–25.

You will be selecting a program goal appropriate for a program in your own occupational service area.

You will be developing a section of a long-range plan to achieve the selected goal.



Your competency in developing a section of a long-range plan will be evaluated by your resource person, using the Long-Range Planning Checklist, p. 31.

Activity

For information on how to prepare and organize a long-range plan, read the following information sheet:

PREPARING A LONG-RANGE PLAN

The key to long-range planning is to start with some assumptions about what you want your vocational education program to look like in five years, and then to follow four steps.

1. Gather information about the community.
2. Search out information on occupational supply and demand.
3. Set future program goals.
4. List the activities for reaching the goals.

Once you have worked with your advisory committee, administrator, state department and university personnel, and others to set realistic goals, you should be ready to prepare the actual written long-range plan. To aid you in planning, there are a number of charts and forms you can use to structure the step-by-step development of the plan: time planning chart, resource planning chart, activities outline, and planning calendar.

Time Planning Chart

A time planning chart similar to the one in Sample 2 can be used as an aid in planning when to start work on a goal and also to indicate when a goal is scheduled to be accomplished. While this and subsequent samples use the diesel mechanics program as an example, they can be applied to all occupational specialties.

Once the program goals are identified, these program goals have to be translated into specific program objectives. On the time planning chart in Sample 2, the numbers representing the three program objectives are entered in the left-hand column.

The starting and target dates have been entered under the appropriate semesters. The starting date is that time when you will actually begin the action steps to accomplish the goal. The target date is the date when you hope to have accomplished your program goals. Remember, everything cannot be accomplished at one time nor by one person. You may need to share responsibilities with other staff members.

The overall purpose for this procedure is to allow you to consider the starting and target dates in light of your potential work load and that of other department personnel. The chart is not plotted in detail, but functions as a point of reference for further planning.

Since it is unlikely that you will be able to start and end all projects at the same time, the time planning chart allows you to plan your work and rearrange the work load to make the job feasible. By juggling the starting dates and target dates for each program objective, you will be able to more evenly spread your work load and have it mesh with the work load of other staff members.

Resource Planning Chart

Sample 3 provides an example of one way you can plan the additional resources needed in order to implement a program objective. The example used is limited in its scope; if one were going to add an entire program such as a diesel mechanic training program, the extent of the planning would be much greater.

In addition to equipment costs, you would have the cost of additional teaching staff and an entire laboratory to consider. Quite likely you would also have expenses for services such as consultants' fees and architectural fees. However, regardless of the size and scope of a program objective, the procedure for planning the additional resources remains basically the same.

SAMPLE 2

TIME PLANNING CHART

Program Goal: To increase the percentage of immediate student placement into the field of diesel mechanics.

Program Objectives:
1. Include in the curriculum a unit on applying for a job.
2. Incorporate cooperative work experience into the diesel mechanic program.
3. Develop a unit on diesel parts attendant for the diesel technician program.

Objectives	Present Year			2nd Year		3rd Year	
	Starting Date	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester
1	9/2/79	Begin plans	Target date to teach unit	Evaluate and revise unit			
2	9/2/79	Survey industry	Visit possible empioyers	Start pilot group of co-op students	All students eligible for co-op		
3	9/16/80			Work with advisory committee	Set up lab; have advisory committee check plans	Target date to teach unit	

SAMPLE 3

RESOURCE PLANNING CHART

Specific Program Objective: By 1980, develop and incorporate a unit on diesel parts attendant in the diesel technician program.

Items	Cost	Total
Equipment		
sample parts	$ 400.00	
filing cabinet	35.00	
diesel engine parts	700.00	
wall posters	35.00	
inventory supplies	100.00	
parts catalogue	14.50	
stepladder	20.00	$1,304.50
Staff		
teaching assistant (½ time)	4,000.00	4,000.00
Facilities		
shelves for storage	25.00	
brick wall	375.00	
bench and counter	200.00	600.00
Services		
custodian (¼ time)	1,500.00	1,500.00
GRAND TOTAL		$7,404.50

Activities Outline

An activities outline can be a very simple listing of the activities or action steps needed to be accomplished in order to meet a specific program objective. When you first generate this list of activities, the order is not critical. The important point is that the steps listed constitute what actually needs to be done.

The breakdown to action steps is usually only completed in the detailed planning for one or two years of the long-range plan. If the objective involves a whole cluster or service area and involves several faculty members, you would need to designate who will be carrying out each of the action steps. After all the steps have been identified, it is then helpful to number them in the order in which they will be carried out. Listing the action steps enables you to estimate the work required to accomplish the objective.

For program goals and objectives involving few steps, you may wish to combine the breakdown of activities and the dates for completing the steps on one chart (see Sample 4). If this chart is used, the need for a separate procedural chart is eliminated.

Procedural Planning Charts

Next, it is important to decide **when** the action steps are to be taken. Basically, what we are talking about is time. You can't do everything at once, but it is amazing what you can accomplish by spreading your efforts over a period of time. You can organize your efforts by simply developing a planning calendar or using a systems approach such as a flow chart or Gantt chart. A 12-month planning calendar is useful for planning because it is simple and easy to use.

On a planning calendar, the month in which each step is to occur is indicated as illustrated in Sample 5. A planning calendar is limited to indicating critical events in the project, not continuing progress.

The Gantt chart is particularly effective in showing processes which must be completed over a span of time. On the Gantt chart, you indicate the

scheduled beginning and completion dates of each activitiy, connect the two marks, and label the time line. The activities should be organized from top to bottom on the chart in the order of the beginning date. (see Sample 6).

Where a large number of activities, usually over ten, must be completed to achieve a goal, consider using a flow chart. Flow charts clearly illustrate the order in which activities are to occur and dates for the completion of each activity are added to each box. Examples of types of flow charts are shown in Sample 7.

SAMPLE 4

ACTIVITIES AND PROCEDURAL CHART

Program Objective: By 1980, develop and incorporate a unit on diesel parts attendant in the diesel technician program.

Activity Sequence	Action Steps or Activities to Accomplish Objectives	Completion Dates			Responsible Staff Member
		Earliest	Latest	Actual	
	Contact the state teaching materials laboratory to see if there are any available guides or lesson plans.				
	Contact the district supervisor for any assistance he/she may be able to provide.				
	Visit local diesel distributor and parts companies in order to become acquainted with their inventory systems.				
	Prepare an equipment list including equipment specifications and costs.				
	Submit an equipment list along with a description of the unit and rationale for teaching it to the school administration for approval.				
	Order the equipment.				
	Visit the curriculum laboratory at the state university to collect materials and information needed to teach the unit.				
	Decida when the unit will be taught, and what adjustments and deletions in the yearly curriculum are needed to implement the plan.				

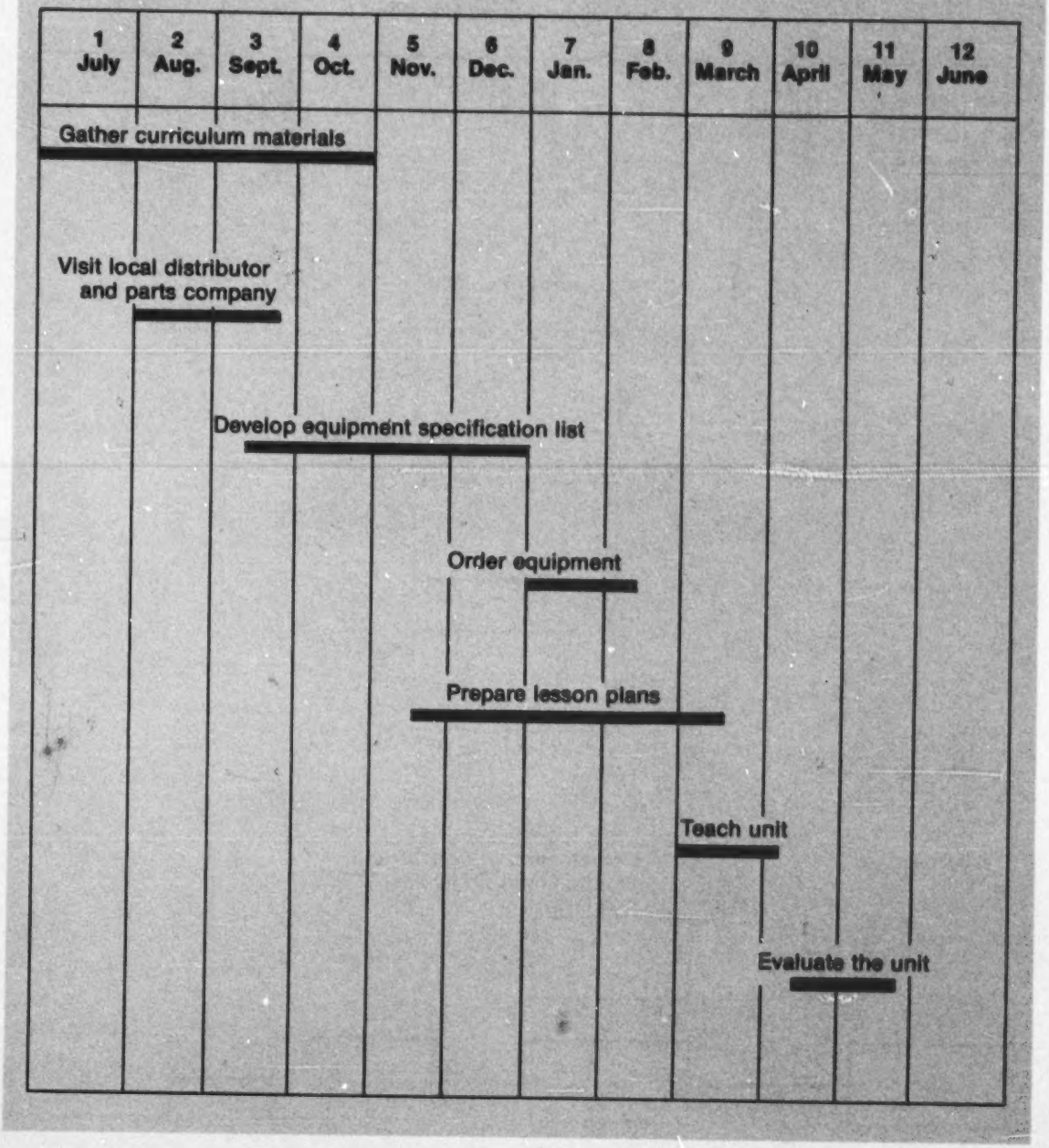
SAMPLE 5

12-MONTH PLANNING CALENDAR

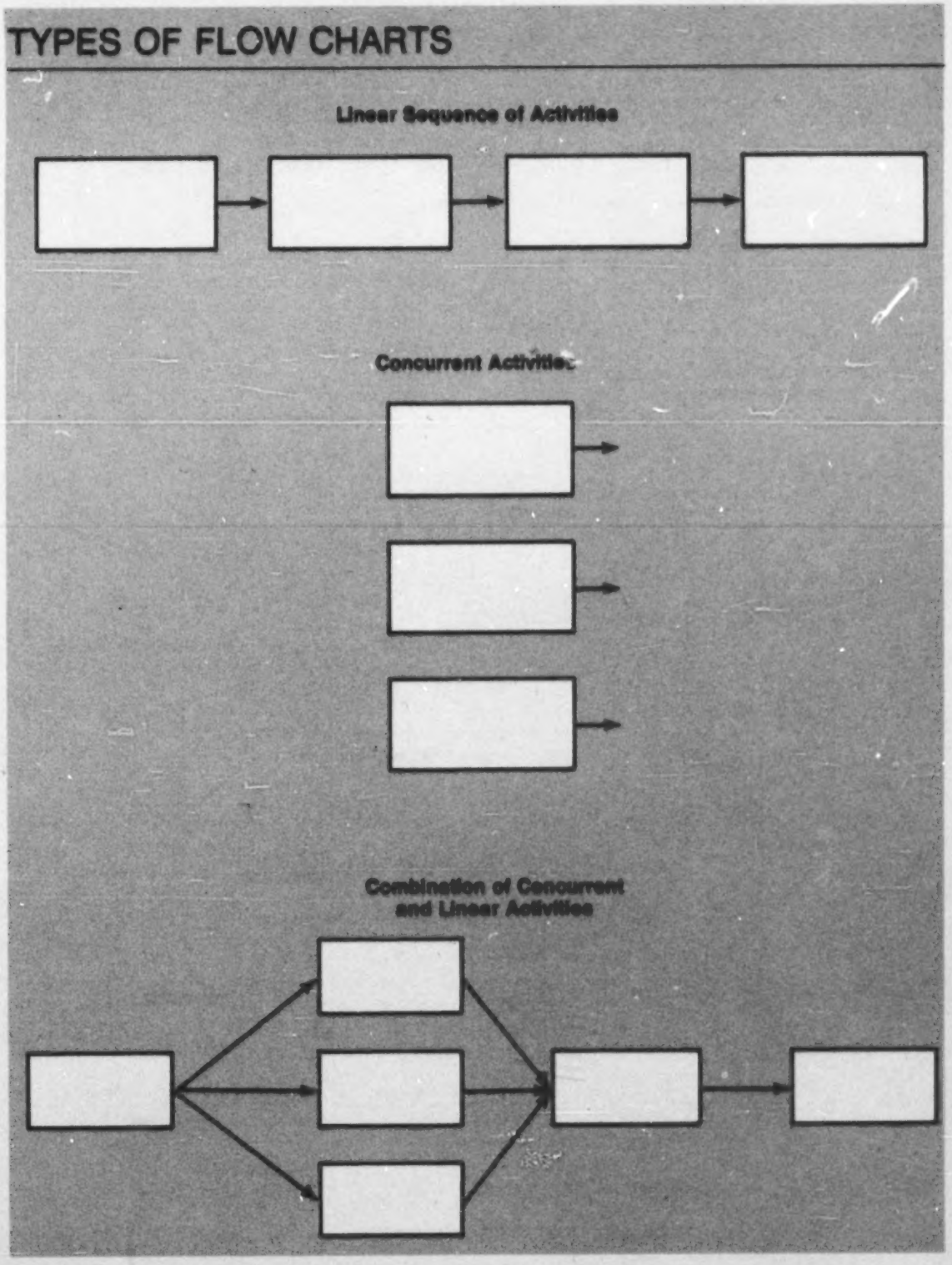
Steps	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
1	X											X
2	X	X										
3	X				X							
4		X	X									
5		X									X	
6		X										X
7	X						X					
8		X									X	
9						X	X	X				

SAMPLE 6

GANTT CHART



SAMPLE 7


TYPES OF FLOW CHARTS
Linear Sequence of Activities
Concurrent Activities
Combination of Concurrent and Linear Activities

Evaluation Component for Long-Range Plans

The final element in the planning process, evaluation, is too frequently an afterthought brought about by someone or some group asking, "What is that program accomplishing?" Then, typically, steps must be taken to gather data to assess what is really happening. Obviously, approaching evaluation in this manner makes it difficult to be thorough or efficient in evaluation.

If evaluation is considered in the long-range planning process, provision can be made for gathering evaluation data during the action steps. This allows appropriate modification of the program to be made continuously throughout the process, as well as at the end. Considering evaluation as a part of the long-range plan may save a great deal of time and effort and may be extremely valuable in helping you to reach the desired goals.

In assembling the evaluation component of the long-range plan, you will want to consider the following questions.

- What data should be gathered?
- What evaluation activities should be utilized?
- What should be the timetable for executing various evaluation activities?
- What records and reports should be maintained?

Evaluation should be a continuous process throughout the period during which the long-range plan is in effect.[4] Periodically, perhaps at the end of each school year, you should review the evaluation data and ask such questions as—

- What progress has been made on the long-range plan?
- How can the various phases of the work be made more effective?
- What modifications need to be made in the plan in light of the data?

4. To gain skill in evaluating your vocational program, you may wish to refer to Module A–11, *Evaluate Your Vocational Program.*

Select a program **within** your service area with which you are familiar. Based on your present knowledge of the program you selected, select **one** realistic program goal for that area for use in developing a section of a long-range plan. (If you had actually been assigned the task of developing a long-range plan for a real program in an actual school, you would need to obtain input and information from a variety of sources. For this practice activity, simply use your familiarity with the purposes and needs of the program you selected to generate your goal and, from it, the long-range plan.)

Develop a section of a long-range plan to achieve the selected goal. This will involve the following steps.

- Generate 2–3 specific program objectives to achieve the goal you have identified.
- Indicate realistic target dates for the implementation of the goal and for the start and completion of the work on each objective. You may use the Time Planning Worksheet, p. 26, for working out the dates.
- Select **one** of the specific objectives you generated, and indicate resources (facilities, equipment, services, staff, etc.) needed to achieve this objective. You may use the Resource Planning Worksheet, p. 27, to guide you in completing this step.
- Indicate the activities or action steps designed to accomplish the objective you selected. If people other than you will be involved, indicate who is responsible for each activity. You may use the Activity Planning Worksheet, p. 28, for this task.
- Plan for the order in which the action steps will occur. Depending on the activities, you may wish to use the Activities and Procedural Worksheet, p. 28; the 12-Month Planning Calendar Worksheet, p. 29; the Gantt Planning Worksheet, p. 30; and/or a flow chart.

TIME PLANNING WORKSHEET

Program Goal:

Program Objectives:

Objectives	Present Year		2nd Year		3rd Year	
	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester

RESOURCE PLANNING WORKSHEET

Program Objective:

Items	Estimated Cost	Total
Equipment		
Staff		
Facilities		
Services		
GRAND TOTAL		

ACTIVITY PLANNING WORKSHEET

Program Objective:

Action Steps or Activities

1.

2.

3.

4.

5.

6.

7.

8.

ACTIVITIES AND PROCEDURAL WORKSHEET

Program Objective:

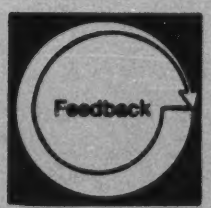
Activity Sequence	Action Steps or Activities to Accomplish Objectives	Completion Dates			Staff Member
		Earliest	Latest	Actual	

12-MONTH PLANNING CALENDAR WORKSHEET

Steps	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

GANTT PLANNING WORKSHEET

1 July	2 Aug.	3 Sept.	4 Oct.	5 Nov.	6 Dec.	7 Jan.	8 Feb.	9 March	10 April	11 May	12 June



After you have developed your long-range plan, arrange to have your resource person review and evaluate your work. Give him/her the Long-Range Planning Checklist, p. 31, to use in evaluating your plan.

LONG-RANGE PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In developing a goal and objectives for the long-range plan, the teacher:				
1. selected a goal which is significant to the development of a vocational program	☐	☐	☐	☐
2. selected a goal which is realistically capable of achievement	☐	☐	☐	☐
3. developed specific program objectives for reaching the goal	☐	☐	☐	☐
The completed section of the long-range plan included:				
4. a realistic starting and completion date for achieving the goal	☐	☐	☐	☐
5. a series of activities or action steps which were:				
a. relevant to the selected objectives	☐	☐	☐	☐
b. realistic (attainable)	☐	☐	☐	☐
c. reasonable in terms of the amount of time allowed to complete each activity or action step	☐	☐	☐	☐
6. a calendar or chart indicating specific events in the plan	☐	☐	☐	☐
7. a flow chart or other chart indicating a logical progression of activities	☐	☐	☐	☐
8. an accurate estimate of resources required to reach the selected objective	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Preparing a Long-Range Plan, pp. 18–25, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

FINAL EXPERIENCE

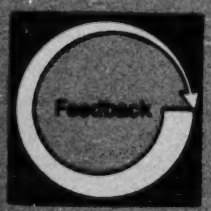
While working in an actual school situation,* develop long-range program plans.

As part of your teaching duties, develop long-range plans for your vocational program. This will include—

- determining goals and specific objectives
- preparing a schedule for achieving the objectives and goals
- identifying the additional resources needed to achieve the program goals
- developing and scheduling a series of activities or action steps designed to achieve each program goal
- preparing progress evaluation procedures for the long-range plan

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation for an extended period of time (e.g., four to six weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.



Arrange to have your resource person review your documentation and written plans, charts, schedules, etc.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 35–36.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in developing long-range program plans.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Develop Long-Range Program Plans (A–9)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In developing the long-range program plans, the teacher:						
1. identified long-range goals for the vocational program	☐	☐	☐	☐	☐	☐
2. obtained input from the advisory committee	☐	☐	☐	☐	☐	☐
3. informed and secured the cooperation of administrators in the long-range planning process	☐	☐	☐	☐	☐	☐
4. worked cooperatively with other faculty members	☐	☐	☐	☐	☐	☐
The goals on which the long-range program plans were based:						
5. were significant to the development of the vocational program	☐	☐	☐	☐	☐	☐
6. were consistent with:						
a. national and local manpower data	☐	☐	☐	☐	☐	☐
b. students' interest	☐	☐	☐	☐	☐	☐
c. existing evaluation data	☐	☐	☐	☐	☐	☐
7. were consistent with other long-range plans for the occupational speciality, service area, and institution	☐	☐	☐	☐	☐	☐
8. were realistic in terms of possible achievement	☐	☐	☐	☐	☐	☐
The long-range program plans included:						
9. goals and specific objectives for a time span of three to five years	☐	☐	☐	☐	☐	☐
10. detailed planning for a time span of one to two years, including:						
a. a time schedule	☐	☐	☐	☐	☐	☐
b. flow chart or progress chart	☐	☐	☐	☐	☐	☐
c. required resources list	☐	☐	☐	☐	☐	☐
d. activities to achieve the goals	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
11. clearly defined starting and completion dates for each goal	☐	☐	☐	☐	☐	☐
12. a budget for required additional resources which includes:						
a. the items necessary to achieve the goals	☐	☐	☐	☐	☐	☐
b. item costs	☐	☐	☐	☐	☐	☐
c. categorical and total costs	☐	☐	☐	☐	☐	☐
d. realistic priorities for acquiring the resources	☐	☐	☐	☐	☐	☐
13. a series of activities or action steps which are:						
a. relevant to the specific objectives	☐	☐	☐	☐	☐	☐
b. sufficient to achieve the specific objectives	☐	☐	☐	☐	☐	☐
c. reasonable in terms of the amount of time allowed to complete each activity or action step	☐	☐	☐	☐	☐	☐
14. a calendar or chart indicating when each of the action steps is to occur	☐	☐	☐	☐	☐	☐
15. evaluation procedures which identify:						
a. the data to be gathered	☐	☐	☐	☐	☐	☐
b. simple evaluation procedures to be utilized	☐	☐	☐	☐	☐	☐
c. the timetable of evaluation events	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an in-service teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

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